

New Hampshire Department of Education (NHDOE)

21st Century Community Learning Centers (21st CCLC)



Grant Guidance 2020-2021

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Grant Overview

This document is intended to provide guidance on compliance with statutory and regulatory requirements of the 21st Century Community Learning Centers (CCLC) program.

This guidance should be read in conjunction with the United States Department of Education Non-Regulatory Guidance for Title IV- Part B, the Education Department General Administrative Regulations (EDGAR), including the Uniform Grant Guidance (2 C.F.R. 200).

Authorized under title IV, Part B, of the Elementary and Secondary Education Act (ESSA), as amended by the Every Student Succeeds Act (20 U.S.C. 7171-7176), the 21st Century Community Learning Centers (CCLC) program is designed to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the student's regular academic program.

21st CCLC programs must also offer families of students served opportunities and for active and meaningful engagement in their children's education.

Proposed programs must serve students who attend high-poverty and low-performing schools. Funds are distributed on a competitive basis.

Purpose of the Grant

The purpose of the 21st Century Community Learning Centers (CCLC) program is to provide opportunities for communities to establish or expand activities in community learning centers.

The program's specific purposes are to:

- Provided opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- Offer a broad array of additional services, programs and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Use of Funds

Funds must be used solely for the purpose of creating and/or expanding local community learning centers that provide students and their families with activities that reinforce the regular academic program and a broad array of other activities designed to complement the school-day programs and advance student achievement.

Grant funds must be used only to supplement, not supplant, any federal, state and local funds currently being used to support activities allowable under the 21st CCLC program.

All costs must be reasonable, necessary, allocable and properly documented to carry out the program. Costs must be directly linked to the size and scope of the program and to specific goals, objectives, and activities.

Hours of Operation

Under ESSA, the 21st CCLC supports the creation of community learning centers offering a safe learning environment to students during non-school hours (before and after school, summer breaks and other periods when school is not in session) to reinforce and compliment the regular academic program of participating students.

The program should design the operating schedules to meet the needs of the targeted students and their adult family members. To best serve the children of working families, centers should establish consistent and dependable hours of operation; have a minimum of 15 hours per week at five days per week during the school year and four weeks of summer programming (beginning the 2nd year of grant cycle); at a minimum during the school year, a block for academic assistance staffed by at least one certified teacher and/or Para-professional; and a block of enrichment choices youth have signed up for in sustained blocks of time (for example 6-8 week sessions), facilitated by skilled staff and community members, based on youth interest, and linked to the school day.

Allowable Expenditures

Under ESEA, authorized activities are listed below. The state has created an Allowable Cost Guide to better assist you. The state also encourages you to use the Non-Regulatory Guidance for 21st Century Community Learning Centers created by the U.S. Department of Education. See Resource Section of this manual for link.

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement;
- Drug and violence prevention programs, counseling programs, and character education programs;
- Salaries and benefits for program staff;
- Professional Development activities, including travel;
- Educational equipment required for implementing program activities;
- Materials and supplies associated with hands-on, active, and project-based learning;
- Student transportation.

Allowable Use of Food and Drink

Food

Food is an allowable cost with limitations.

Grantees must utilize the U.S Department of Agriculture (USDA) food program prior to using 21st Century funds. As of July 1, 2020, each 21st Century Community Learning Center (21CCLC) program must enroll in the appropriate USDA Food program for service of healthy foods to participants. Further information and training will be offered prior to July 1, 2020.

Afterschool Snacks

Snacks consumed in 21CCLC programs during out of school hours are allowable when reasonable and necessary. The USDA afterschool snack or at risk supper programs offers a variety of healthy, nutritional foods to participants.

Parent and Family Activities

Food costs associated with parent and family activities may be covered, as long as the food cost is reasonable and necessary and the activity is directly aligned with the performance measures, and goals and objectives of the grant. Fully catered meals are not considered a reasonable and appropriate cost. The organization should get a signature (sign-in sheet) from each meeting participant to keep on file.

Cooking Classes

Food costs associated with culinary classes offered by the 21st CCLC program are allowed. The costs must be reasonable, necessary, and clear documentation must be maintained on file that aligns the cooking class with approved grant goals and performance measures.

Alcohol

Alcohol is not an allowable cost.

Field Trips

Field trips must be connected to academics, health/nutrition, and cultural enrichment opportunities for the students. The purpose of travel must support a clearly defined objective of the 21CCLC program. Field trips will require additional narrative justification in the budget. All field trips require the prior approval in the Grant Management System (GMS). They must be clearly identified and defined in the program budget including the cost, destination, and the objectives of each trip. All claims must be submitted with an appropriate lesson plan linking the field trip to strong academic outcomes and purpose, including how learning objectives will be continued upon return.

Some questions to consider prior to scheduling a field trip:

- What is the relevance of the field trip to a learning objective?
- What teaching will occur prior to, during, and after the trip to make it relevant to the students experience?
- How will the trip's educational value be assessed upon completion of the trip?

Out of State Field Trips - Approval from the Superintendent and a written request must be submitted to the NH Department of Education State Director in advance. A three month minimum request of planning the trip is required. This type of request will be reviewed on an as needed basis and must have justification.

Materials and Supplies

All expenditures must be reasonable and necessary to support the program plan as outlined within the awarded grant application.

Equipment

Equipment must be reasonable and necessary for the 21CCLC program. Equipment must be approved in your budget and could require additional justification. You must follow the NH Department of Education Equipment Inventory fact sheet, which complies with 2 CFR 200.33.

<https://www.education.nh.gov/program/federal-compliance/documents/equipment-inventory.pdf>

The grantee must establish an inventory system, which will account for equipment purchased with 21CCLC funds. It is the Program Director's responsibility for the inventory list. This inventory list is required to be kept in a designated location so that it is easily accessible. Storing the inventory list in GMS under attachments is preferred.

The following information must be included on the inventory:

- Funding Source
- Description of Equipment
- Serial Number
- Acquisition Date
- Acquisition Cost
- Location of Purchase

Inventory at Closeout of the Grant

Prior to closing the grant, the grantee must account for any personal property acquired with Federal funds.

An aggregate amount of over \$5,000.00 must be disposed of by following the USDE guidelines. Please review the Equipment Disposal Fact sheet.

<https://www.education.nh.gov/program/federal-compliance/documents/equipment-use-disposal.pdf>

References: 2 CFR 200.313 and 2 CFR 200.343

My NHDOE Single Sign On

All of the DOE systems that programs utilize for reporting and data access listed above—i4see, and the ESS system (for the professional level surveys) as well as the Grants Management System (GMS) are accessed through a single portal called myNHDOE Single Sign-On.

Establishing an Account

To establish an account:

1. Go to the myNHDOE website at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>
2. Click on CREATE NEW USER ACCOUNT and follow the wizard.
3. Once you've reached the end of the wizard, you will see a red "x" and a message that says you do not have permissions to go further. Your account has been created.

Data Systems and Permissions

Once an account has been created, permissions need to be established to determine the level and type of access each individual has and to which systems. For programs in which the district is the lead organization or fiscal agent, contact the district I4SEE Coordinator to establish these permissions. If the community or faith-based organization is the lead or fiscal agent, your co-applicant is required to establish permissions to both ESS and GMS on your behalf, but you will need to coordinate with your district partners i4see coordinator.

Grants Management System (GMS)

The online grants management (GMS) system tracks the allocations, budgets, and expenditures for each project. A brief overview of the system is provided below. More complete directions and guidance regarding the use of the online grants management system can be found in the [Online Grants Management System Handbook](#) located on the NHDOE web site under the help tab of where your grant is located in GMS.

Single Sign-On System. (For directions on how to establish an account, see *myNHDOE Single Sign On* under the *Reporting and In* order to access the system, each individual must have his/her own login and account in the *myNHDOE Participation Requirements*.)

Separation of duties

Generally Accepted Accounting Principles indicate that there should be at least three people (roles) associated with each grant. Each of these roles will have different permissions levels and responsibilities within the GMS regarding the financial process.

Budget Creator—this individual is responsible for creating and entering the budget and budget narrative into the online system. *Often this is the program director.*

Budget Approval—this individual is responsible for reviewing and approving both budgets and fiscal reports as they are completed and submitting them to the Department of Education, *typically the Superintendent or CEO of the fiscal agent. Note: This individual's signature must be on file on as an authorized signer at the Department.*

Fiscal Reporting—this individual is responsible for completing the monthly expenditure reports which allow the program to draw down reimbursement funds. *This role is fulfilled by an individual who has no financial interest in how the grant funds are being expended, typically a business administrator or administrative assistant.*

Reviewer/Read-Only (optional)—this additional role is provided for staff who may need to view the budget and expenses recorded in the system, but will not be responsible for making any changes.

Application (Budget)

Once an account has been created and permissions established, the ***budget creator*** is able to enter the budget into the system. There are three parts to the budget: ***budget categories***, the ***budget narrative*** and the ***budget line items***.

Budget categories are simply groupings of related budget items, such as administrative salaries and benefits. The system is pre-populated with a list of categories including: administrative salaries and benefits; instructional salaries and benefits; other administrative costs; contracted services, professional development, SES, etc.; supplies and materials; travel; and indirect costs as well as N/A. Select the appropriate category for the activities and expenses to be described in the budget narrative.

The ***budget narrative*** is entered into the **ACTIVITIES** block in the online system and consists of a brief description of how funds in a given section of the budget will be used. For example: under the supplies and materials category, the narrative might read “4 laptop computers @ \$4000; paper and craft supplies @ \$2000” or for administrative salaries and benefits, it might read “site coordinator @ \$20/hr x 30 hr/wk x 42 weeks = \$25,200; FICA = \$1008.00”.

****Note: when including salaries and equipment purchases (items costing in excess of \$250 each), include details such as the position title or equipment to be purchased and formula for calculations including pay rate or item cost and quantity. Additionally, a list of contracts and individual contract cost needs to be provided. **Contracts exceeding \$5,000 will require either a line item breakdown of contract expenses in the Grants Management System (sample below) or the submission of a separate budget spreadsheet outlining how funds will be expended under the contract.***

CATEGORY:

Contracted Services, Professional Development Activities, etc.

ACTIVITIES:

Name of Contract Entity #1: (Total for Contract Entity: \$58,422.48; breakdown follows)

Program Director Salary: \$40,000

PD FICA: \$1,680.00

PD Retirement: \$1,680

PD Workers Comp: \$760

PD Health Benefits: \$6,502.48

Education Coordinators: \$7,800 ((2) @ \$20 per/hour, 5 hours/week, 39 weeks)

Name of Contract Entity #2 : \$7,700 (AmeriCorps Member, 1,700 service hours, 10.5 months)

Function Code	Object Code	TITLEIVB21C
2210 - Improvement of Instruction Services	300 - Purchased Professional/Technical Services	\$66,122.48

After saving the budget category and narrative, the ***budget line items*** section will appear at the bottom of the screen. In this section, select the appropriate function and object codes to represent each budget line described in the narrative above. Multiple budget lines may be entered for each category based on the activities described. For example: an Administrative Salaries and Benefits category may include lines for the program administration's salaries, taxes, and insurances. A complete description of available object and function codes can be found in Appendix A of the [Financial Accounting Handbook](http://www.education.nh.gov/data/documents/fin_acct_handbk.pdf) located on the DOE website at http://www.education.nh.gov/data/documents/fin_acct_handbk.pdf.

Reporting Expenses (Drawdowns)

Under the online grants management system, program expenses are reported and reimbursed monthly. Programs are required to submit monthly reports of actual disbursements (funds paid out during the course of the month). Reports are **due to the DOE by the 10th of the month** following the reporting period to be considered on time and compliant.

Note: Additional documentation may be requested to verify monthly expenditure reports against local receipts, invoices, and time sheets during site level monitoring visits or at any time when there may be a concern regarding a grantees fiscal processes or program activities.

Status Indicators

The online system lists the status of applications/reports as they progress through the authorization process. Below is a list of these status indicators and their significance.

Ready for Local Authorized Signature: Application/report has been submitted to the local authority for approval.

Submitted: Application/report has been submitted to the DOE for approval.

Budget Reviewed: Application/report has been reviewed for accuracy by the DOE Accountant and is pending approval by the program coordinator.

Approved: Application/report has been reviewed by both the Accountant and your program coordinator. In the case of your application, **this constitutes your authorization to spend**. In the case of an expense report, this indicates that the DOE business office has been authorized to process payment.

Returned: Application/report has been returned to the grantee to make changes.

Paid: Report has been processed by the business office and sent to the Treasury for payment.

Budget Changes and Approval

Any budget changes that impact the scope or objective of the project must be approved in writing by the state program director.

Any budget changes in the following object codes, must obtain prior written authorization from the state program director:

Object Code 300—Contracted Services

Object Code 700—Equipment

Object Code 900—Indirect Costs

Budget changes, other than those described above, can be made directly through the online grants management system without securing prior written authorization provided they do not exceed 10% of the total budget approved. To update your budget in the system, contact your DOE program specialist or state director so that the application can be returned for revisions.

Note: Any final budget changes for the project year are due to the Department by June 15th to allow sufficient time for processing before the grant end date.

Department Review and Approvals

The Department of Education will review and respond to all grants management system submissions within 30 days.

i4see

The level and process for accessing i4see is at the partnering district's discretion. Typically the program director is granted individual account access to this system in order to perform required uploads for reporting and surveying purposes, as well as to access reports in support of sustainability activities. However, in some cases, the district may elect to pair the director with a tech director or administrative assistant with existing access to complete these required tasks.

Educational Statistics System (ESS)

Site coordinators, program directors, and principals all need permissions to the Educational Statistics System (ESS) in order to complete the annual state-wide evaluation surveys. (*Note: Youth surveys are completed through a special link outside of the myNHDOE portal and do not require access to the system.*) When establishing permissions, please use the following roles to ensure accounts are linked to the appropriate survey.

- Site Coordinators—**Site Coordinator – 21st CCLC**
- Program Directors—**Program Director – 21st CCLC**
- Principals—**General User**

Note: Site coordinators and principals should be linked to an individual school and program directors should be linked to the district.

Fiscal Year Closeout

Programs have 45 days following the project end date to disperse funds and all expenses **must be reported within two reporting cycles following the project end**. Be sure to indicate when you are submitting the final report by clicking the Final Report Checkbox in the upper left of the reporting screen.

For programs at the end of their five-year grant, final reimbursement reports/requests will be held until all program reporting and data collection has been completed.

Carryover Funds

You may carryover up to 10% of your annual allocation into the next fiscal year during the life cycle of the grant. Carryover funds are calculated and released once the final report from the previous year has been received and processed. Unspent funds in excess of the 10% or remaining at the end of the five-year grant cycle will be released for redistribution at the state level.

Partnerships, Advisory Board and Sustainability

Each 21st CCLC program must develop an advisory board. An advisory board must be in place or established to provide input and guidance to the program. The advisory board members should be involved with establishing a common vision, have an understanding of the data collected, and identify the needs of students and families, and connecting the needs to resources.

The advisory board should include parents, teachers, business, community members, and a variety of disciplinary and professional fields, school administrators, and students.

NHDOE requires applicants address the issue of sustainability. The program must have an advisory group to help assist in securing resources to support the continuation of the program. Working with your advisory group and partners in planning for sustainability you may include the following; (1) partnership grants, (2) in-kind donations, (3) leveraging resources (Title I, etc.), and (4) special events to raise awareness and funds. The program must have a plan for how the 21st CCLC program will continue after funding ends.

- This plan should include fees (if they are being collected), partnerships, operating funds, etc.
- Strategies put in place to ensure the same level of services is provided throughout the grant cycle.
- Strategies put in place to develop continued support after the funding ends.
- Document progress from each year in an annual report of progress with Sustainability.

Program Income

Definitions: Program income is revenue generated as a direct result of the Federal award and that is in addition to the Federal funds provided by the State through its competitive subgrant application process. Fees are considered program income. The period of performance is the time between the effective date of the award and the ending date of the award reflected in the approved budget application.

Prior written approval from the NHDOE program office is required in order for grantees to charge fees of any kind in association with the program. These funds and their reporting will be reviewed during program monitoring.

OMB Super Circular—The Office of Management and Budget (OMB) published new requirements for federal award programs entitled Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (also known as the Super Circular) codified at 2 CFR 200.

§200.80 Program income

(e)(1) *Deduction.* Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs. Program income must be used for current costs unless the Federal awarding agency authorizes otherwise. Program income that the non-Federal entity did not anticipate at the time of the Federal award must be used to reduce the Federal award and non-Federal entity contributions rather than to increase the funds committed to the project.

All program income must be obligated prior to the project end date for the fifth and final year of the grant. Any funds remaining will be used to offset the federal share in the project. This can be accomplished either by allocating expenses typically charged to the grant to program income funds as the project end date approaches or by using the clean-up period (60 days following the project end date) in the Grants Management System to reimburse the grant for any expenditures that should have been charged to local funds. If assistance is needed, please contact your state director.

Time and Effort Reporting

All employees that are paid with federal funds must keep records of their time to ensure that a program does not use federal funds to compensate an employee for time spent on any other program. All individuals being paid with federal funds must document their time and effort, no matter what percentage of time. You may follow your school districts time and effort policy.

Supplanting

Funding from the 21st Century Community Learning Center grant may only be used to **supplement**, and to the extent practical, increase the level of funds that would, in the absence of

the Federal funds, be made available from non-Federal sources for the education of participating students. In no case may a grant recipient use Federal program funds to supplant funds from non-Federal sources.

To determine whether or not an example is supplanting, consider “What would you have done in the absence of the grant?” If alternate funds would have been available, then using grant funds would be considered supplanting.

Also, OMB Circular A-133 Compliance Supplement (Department of Education, section III G 2.2) offers the following guidance:

Supplanting is presumed to have occurred if:

- The State Education Agency (SEA) or Local Education Agency (LEA) used Federal funds to provide services that the SEA or LEA was required to make available under other Federal, State or local laws.
- The SEA or LEA used Federal funds to provide services that the SEA or LEA provided with non-Federal funds in the prior year.

The Compliance Supplement goes on to explain that “these presumptions are rebuttable if the SEA or LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available.”

Grant Closeout

Programs must fill out a grant closeout form. This form is a checklist of what needs to be done at the end of the grant. Contact your Program Specialist for a grant closeout form.

Timely submission, (tri-annually), of reports is important. Data submissions to i4see and both federal and state annual performance reports must be accurate and complete prior to closing the grant, and no later than 45 days following the grant end date. (*Reference 2 CFR 200.343*)

In addition, programs have 45 days following the project end date to disperse funds and all expenses must be reported within two reporting cycles following the project end. ***For programs at the end of their five-year grant, final reimbursement reports/requests will be held until all program reporting and data collection has been completed.***

Record Retention

Financial records, supporting documents, statistical records, and all other records pertinent to a Federal award must be retained for a period of seven years.

Monitoring Process

Below is the timeline and the multiple tools used during the monitoring process. The Grantee Handbook is posted to the 21st CCLC website and updated annually in August.

Monthly Reporting due on the 2nd of every month

This is a series of eight questions due to the State Program Specialist. A form with the questions will be provided.

Bi-Yearly Reporting is due the second Friday of October and February

This report is a site check point report. It is a series of about 30 questions. A form with the questions will be provide.

Yearly Annual Performance Report (NH State Report)

In addition to the federal 21APR reports, 21st CCLC grantees must complete an annual performance report describing progress on grant goals and performance measures. These documents are required to be uploaded to Cayen by April 30th of each year of the grant. Review of these documents, (APR report, updated program assurances, and current MOU's) will determine continuation of funding for the next year.

A Risk Assessment will be completed on each grantee by the State yearly by September 30th. The risk assessment will inform targeted monitoring and look for continuation funding.

5-YEAR MONITORING SCHEDULE:

Year 1: New Hampshire Department of Education (NHDOE) TA/Support Site Visit

Year 2: New Hampshire Department of Education (NHDOE) Official Site Visit

Year 3: Continuous Improvement Process for Afterschool (CIPAS)

Year 4: Implementation of CIPAS Action Plan and New Hampshire Department of Education (NHDOE) Official Site Visit

Year 5: New Hampshire Department of Education (NHDOE) Official Visit for Closeout of the 21st CCLC Grant.

Year One – Technical Assistant/Support Site Visit - As a first year grantee, this visit helps to identify any technical assistance or professional development the grantee may need.

Year Two - NHDOE Official Site Visit

A member from the New Hampshire Department of Education (NHDOE) 21st Century Community Learning Center Program visits 21st CCLC sites during year two. During the visit, the member will observe afterschool enrichment programs, academic assistance (homework); the member may

interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the Program Director soon after the visit date. The Program Director must address any areas of concern and submit a plan for improvement two weeks after the visit.

Year Three - Continuous Improvement Process for Afterschool (CIPAS)

New Hampshire supports the Continuous Improvement Process for Afterschool (CIPAS) for funded afterschool programs in year three.

CIPAS provides an in-depth quality improvement process consisting of the following steps:

- A self-assessment process conducted by afterschool staff and stakeholders using a standard CIPAS rubric.
- A site visit by a team of two/three external reviewers who spend 1.5 days at the program conducting interviews and observations.
- An in-person debrief with the program director and other staff and a written report of results with recommendations.

The CIPAS tool incorporates a set of strategies that allows programs to continually assess, plan, improve, and sustain a program.

New Hampshire uses a CIPAS rubric originally designed by the National Community Education Association (NCEA) and informed by similar quality improvement efforts of other states. Their full and robust approach combines the latest knowledge and work in the field for community education. In 2019, New Hampshire slightly modified the original tool to clarify some assessment components and to facilitate its utilization by programs. The rubric calls for a self-assessment process based on key indicators and supported by documented evidence including program planning and implementation documents, reports, handbooks, policy and guidelines documents, and program data, among others.

After the team reviews the final CIPAS report recommendations for improvement, the program selects three to five (3-5) top priority areas for their program to address in the next two years with specific action steps. This action plan is submitted to the NHDOE 60 days after the CIPAS visit. The action plan will be monitored by the evaluator and the results will be reported to the NHDOE and must be self-reported in the Annual Performance Report (APR).

The following criteria are used when selecting the priority areas:

- Level of impact on the overall program;
- Resources needed to accomplish the action steps;
- Level of importance to the overall success of the program;
- Urgent or imperative nature of the recommendation for the optimal functioning of the program.

Year Four - Implementation of CIPAS Action Plan and NHDOE Official Site Visit

A member from the New Hampshire Department of Education (NHDOE) 21st Century Community Learning Center Program visits 21st CCLC sites during year two. During the visit, the member will observe afterschool enrichment programs, academic assistance (homework); the member may interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the Program Director soon after the visit date. The Program Director must address any areas of concern and submit a plan for improvement two weeks after the visit.

Year Five – New Hampshire Department of Education Official Visit for Closeout for the Program

The state will work with programs to appropriately close out the grant assuring all reports are in and all inventory is transferred appropriately.

Data Collection and Reporting

Cayen is an online data collection system utilized by NH 21st CCLC programs. It collects and organizes information regarding program enrollment and attendance, program offerings, academic performance, teacher surveys, as well as the goals and performance information required for the 21st CCLC federal report (21APR). In addition to facilitating the collection of data required for state and federal reports, Cayen has many features that support daily program function including the ability to keep attendance, student assessments, success stories, create sign in/out sheets, bus lists, and mailing labels as well as track fees, record payments, and generate invoices.

Cayen trainings are offered throughout the year and are tailored to the needs and familiarity level of the participants. Additional support is offered through the Cayen Helpdesk and a preset allowance of phone support directly through Cayen.

Teacher surveys

Teacher surveys are annual paper-based surveys distributed near the end of the school year to school day teachers. They are designed to measure the impact the afterschool program had on homework completion, class participation, and behavior for youth who regularly attend the program (**regular attendees**—youth who attend 30 or more days per year). The data from this survey is entered into the Cayen database and included in the federal report via 21APR.

I4see is the State data collection system used by the Department of Education. This system houses all of the information reported by school districts, including enrollment, demographics, and standardized test scores. The 21st CCLC program uploads data from Cayen into i4see three times a year as part of the annual evaluation and reporting processes. I4see training is available.

By uploading 21st CCLC data into i4see, 21st CCLC programs are able to access valuable data regarding participants, including sensitive demographics information regarding race,

participation in the free and reduced lunch program, as well as special education and English Language Learner (ELL) designations. This information is reported to programs in aggregate form to protect confidentiality, and can be used to complete State and Federal performance reports as well as to support sustainability efforts.

21APR - Federal Report

Each 21st CCLC grantee completes triannual federal reports (21APR). Data for these reports is uploaded to the federal system by Cayen for the summer, fall and spring time periods. The report contains a summary of participant data and demographics as well as information regarding program goals, community partners, and staffing. Any program that is more than 30 days late on federal reporting is subject to freezing of funds.

Youth Surveys

During the month of February youth currently participating in the programs engage in a survey process aimed at gathering information about their perceptions of the program, academic engagement, social skills, and ambitions. The surveys are conducted online and results are available to programs via the i4see workbench (see above under Data Collection and Reporting).

Program Director, Site Coordinator, and Principal Surveys

In April, program directors, site coordinators, and principals participate in a survey to collect information regarding the programming, operation, and partnerships of each program. The surveys are conducted online through the ESS System via myNHDOE Single Sign-On system with state-level aggregate results available on the i4see workbench (see above under Data Collection and Reporting).

NH 21st CCLC State-Wide Evaluation

Statewide evaluations is annual collection of surveys from youth participants, site coordinators, program directors, and principals and is conducted online through State systems. Efforts have also been made to streamline data collection, reduce data burden, and increase accessibility of both program level and statewide data. Programs review their current data collection efforts to ensure alignment with program goals and maximize the quality and meaningfulness of data being collected. In addition, data collected for statewide evaluation has been made available at the local level via the i4see system. These reports and data are used by programs to support progress towards local goals and impacts, as well as gains on established statewide quality benchmarks for annual performance reporting, grant applications and presentations to key stakeholders and potential funders.

Goals, Data, and Evaluation

Clear, focused, and concise goals and outcomes provide a roadmap for program development and implementation; guide activities and initiatives and help to direct resources in the pursuit of meaningful and attainable impacts; and lead to data that is both easily understood and tells a clear story of a program's progress and impact. Over the past few years, 21st CCLC programs have been working to review and refine their goals to more clearly reflect the needs and opportunities central to their program design.

Meetings and Trainings

Program Director-Technical Assistance/Professional Development Meetings

These meetings are required technical assistance/professional development and networking opportunities designed to establish a strong community of support. Currently we are conducting professional development workshops with a team of seasoned professionals in the areas of program management and data. These full day meetings are scheduled throughout the year and attendance is required. Other support for technical assistance is bi-monthly webinars that will be announced throughout the year.

National Conferences

Attending national conferences is a worthwhile experience. It is required that every program attend a national conference at least once in its five year grant cycle.

Lights On! Afterschool

Lights on Afterschool is a nationwide celebration of afterschool organized by the Afterschool Alliance. This celebration is an opportunity to recognize and promote your program, engaging families, community members and local leaders in supporting and celebrating the impact your program has on youth.

The Afterschool Alliance website (<http://www.afterschoolalliance.org/loa.cfm>) is a tremendous planning resource with toolkits, media templates, and fact sheets outlining the critical role of afterschool. It is also the site to visit to register your event and support ongoing activities.

Resources & Guidance

NH 21st CCLC Title IV Part B website

http://www.education.nh.gov/instruction/integrated/title_iv_b.htm

This site has a list of the Program Directors. Feel free to reach out and collaborate with each other. Program Directors with many years of experience can be a great mentor to a new Program Director. The Grantee Guidance handbook, award notification, and program information can be found on this site.

NH Department of Education website

www.education.nh.gov

Program Authority: Title IV, Part B of the ESSA, as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7171-7176). This is the law which governs the 21st CCLC program. All program activities must be conducted in accordance with this statute. The law is available for review on the US Department of Education (USDOE) website at:

<https://www2.ed.gov/programs/21stcclc/index.html>

EDGAR

The Education Department General Administrative Requirements (EDGAR) is the federal document governing appropriate use and procedures for federal education dollars. This document can be found online at:

<http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Uniform Guidance

In 2014, the federal Office of Management and Budget (OMB) updated its guidance regarding the use and management of federal funds. The previous OMB Circulars were consolidated and aligned to create a single, uniform guidance document which can be found at:

http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.

Support in transitioning to this new guidance can be found at

<http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>.

Non-Regulatory Guidance

The Non-Regulatory Guidance is a document created by the US Department of Education (USDOE) to translate some of the key guidance for the 21st CCLC grant into more accessible language. A copy of this guidance can be found on the USDOE website at:

<https://www2.ed.gov/programs/21stcclc/guidance2003.pdf>

Grants Management System Handbook

The Grants Management System Handbook is a handy reference summarizing both the how-to's of navigating the online fiscal system for managing your grant as well as some of the more common federal and state regulations for grants management. The handbook is available in PDF format from the NHDOE website at:

http://www.education.nh.gov/data/documents/grants_manage_handbook.pdf.

ACROSS NH

www.acrossnh.org

Afterschool Alliance

www.afterschoolalliance.org

NHAN (New Hampshire Afterschool Network)

www.nhan.org

Private School Participation

Title IX, Part E Uniform Provisions, Subpart 1—Private Schools

<http://www2.ed.gov/policy/elsec/guid/equitableseguidance.doc>